Purpose
The Directed Reading-Thinking Activity Strategy is used to help students improve their reading comprehension by engaging in a pre-reading activity. The purpose of this activity is to help students learn to make predictions before, during, and after reading. As the teacher you should guide students through this activity of question asking, discussion, and reflection to help them connect better with the reading. As they become more engaged in the reading process they will understand the text better.

Directions
1. Explain to students that reading and discussing this passage together will help them understand and pay close attention to relationships in the novel. These are important to the plotline and the eventual outcome of the book, not to mention it is fun to guess how everything will end up! We tend to do this in real life already, so tell them part of a good love story then end it in the middle. They will absolutely demand to hear the end.
2. On the board make a chart with the various character names in the following manner (the order will matter in the following steps). Ask the students to copy the chart on to their own paper. As a class list what you know about the characters so far and be sure to list whether they are more likely to use reason or passion in their actions and thinking.

Possible Relationship Matches
(Add the title after making the graph, but before reading chapter 8)

<table>
<thead>
<tr>
<th></th>
<th>Colonel Brandon</th>
<th>Willoughby</th>
<th>Edward Ferrars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Margaret Dashwood</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marianne Dashwood</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Elinor Dashwood</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs. Dashwood</td>
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</table>

Students may want to add more characters to the list, but these are the most important, and the ones that should be discussed. They may add more as they like to participate, but do not spend a great deal of time on those relationships. Put an X on the ones that they think could not happen.
3. Read chapter 8 aloud to students while doing a moderate amount of thinking aloud to help students understand what is happening in the chapter as the syntax of the passage is rather complex. Make sure the students’ books are open and that they are following along. Encourage them to make notes on sticky notes about the changes and emotions in the relationships that they will encounter in the reading.
4. Ask students to add details to the graphic organizer about the possible matches as they come up. As they read, have the students list details from the text that cause them to think something could happen between characters.

5. Ask students to raise their hands when they think something could happen or is happening romantically between any of the characters. Guide them by pointing out the following ones, and make sure to stop after the paragraphs that insinuate a possible romantic match.
   a. Margaret Dashwood and Colonel Brandon
   b. Marianne Dashwood and Colonel Brandon
   c. Elinor Dashwood and Colonel Brandon
   d. Mrs. Dashwood and Colonel Brandon

6. After reading go over the details in the table on the board. Discuss what the details tell them about what may occur later in the story. Ask them to use the specific textual details to explain/back-up their predictions that they make as they raise their hands and share.
   a. What could happen?
   b. Why could that happen?
   c. When will it happen?
   d. What else could happen?

7. Ask students to write about which two characters will end up together as homework. Have the students include details not only from chapter 8, but from earlier chapters or later chapters depending on if they have read ahead or where the class is in the book. The assignment should be about three paragraphs and include the who, when, how, and why of the relationship. Ask them to keep in mind the theme you are studying with the unit: “What characteristic is more necessary to possess: reason (sense) or passion (sensibility)?” as this will help them determine what relationships would happen knowing the personalities of the characters and their persuasion to either reason or passion. They may also be appropriately creative about what will happen. This should be a L2 write.

**Assessment**

Student involvement in the class discussion will assess how much the students understand of the text and the relationships between the characters. It will also assess their ability to make connections between previous reading and the current discussion and the inferences or predictions they have been asked to make about the characters. Their knowledge about the characters’ traits and personalities should guide this thinking and reflect about the theme for the unit. The students may turn in the written assignment to the teacher or discuss their predictions together in small groups or as a class. Have them share with a neighbor and a few of the especially great ones can be read in front of the class.